DOCUMENT RESUME

ED 321 642 HE 023 660

AUTHOR Knutson, Lora
TITLE A Collaborative Response to the Need for Induction and Renewal. Theme Issue: Teacher Induction.
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.; Winona State Univ., Rochester, MN.
PUB DATE 1 Mar 90
NOTE 42p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 023 654-677.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College School Cooperation; Education Work Relationship; Elementary Education; *Entry Workers; Higher Education; *Practicums; Program Descriptions; *State Universities; *Teacher Education
IDENTIFIERS *AASCU ERIC Model Programs Inventory Project; Rochester Public School District MN; *Winona State University MN

ABSTRACT

The Graduate Induction Program (GIP) is a collaborative program of Winona State University (Rochester, Minnesota) and the Rochester, Minnesota Public School District to assist new teachers in the transition to their new profession in elementary education. The partnership provides an exchange of services between the university and school district, and allows 15 graduate students from the university to enter the district's classrooms as graduate fellows. Each fellow assumes full responsibility for an elementary classroom. All have completed state licensure requirements. The GIP confers one year of teaching experience credit, and during two summers and three quarters, participants receive a fellowship and tuition waivers for credits leading to a Master of Science in Education degree. The arrangement also provides the opportunity for veteran teachers to serve as clinical supervisors to the fellows and as university supervisors for student teachers placed in the school district and mentors to newly-hired teachers. Shared university-school district goals include improved teacher performance, increased retention of promising beginning teachers, creation of a positive self-concept and sense of belonging among new teachers, personal growth for master teachers, and development of areas of expertise for staff development. The program has been found to be beneficial to all parties. Contains 13 references. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321642

A Collaborative Response to the

Need for Induction and Renewal

Theme Issue: Teacher Induction

March 1, 1990

Dr. Lora Knutson

Assistant Professor of Education

Winona State University - Rochester Center

Highway #14 East

Rochester, Minnesota 55904

(507) 285-7488/(507) 287-2199

HE023660

Lora Knutson is the Director of the Graduate Induction Program for Winona State University. She was formerly a teacher, principal and curriculum consultant.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Winona State Univ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

A Collaborative Response to the Need for Induction and Renewal

Abstract

The paper describes the partnership between Winona State University and the Rochester, Minnesota, Public Schools--a program designed to induct new teachers into their profession.

A Collaborative Response to the

Need for Induction and Renewal

The emergence of collaborative partnerships between universities and school districts is a direct result of the reform movement in education. Many of the reformers seem to agree that excellence in education can only be achieved when universities and public schools work together (Clift & Say, 1988). The concept of collaboration was further supported as a means of enhancing teacher education practices by the Holmes Group (1986) and the Carnegie Forum (1986).

Winona State University (WSU) and the Rochester, Minnesota, Public School District (RSD) initiated a collaborative effort in 1986, called the Graduate Induction Program (GIP). In this article, I provide an overview of the GIP, identify the program goals, describe the roles and responsibilities of participants, and explain the funding structure of this partnership.

Overview

Since the Conant Report in 1963, there has been strong support for programs to help the beginning teacher. The need for induction into the profession of teaching is well documented in the literature. As a result of the numerous studies being done on induction, various programs are being initiated across the country to facilitate the transition from student to full-time teacher (Veenman, 1984b). This transition is the thrust of our program.

The Graduate Induction Program is designed to assist inexperienced teachers (fellows) with challenges unique to entry into the profession of elementary education. The partnership provides an exchange of services

between WSU and the RSD, which allows fifteen graduate students from the university to enter Rochester's classrooms as graduate fellows.

Each graduate fellow assumes full responsibility for an elementary classroom, as would any other beginning teacher. All fellows have completed Minnesota licensure requirements. The Graduate Induction Program gives them credit for one year of teaching experience. During two summers and three quarters, they receive a fellowship and tuition waivers for credits leading to a Master of Science in Education.

By placing the graduate fellows in the Rochester classrooms, this provides the opportunity for veteran classroom teachers to serve as clinical supervisors to the fellows. They also serve as university supervisors for WSU student teachers placed in the school district and mentors to newly hired teachers in RSD.

Program Goals

"Establishment of a partnership signals the recognition between two educating bodies that their mutual goals would be well served by an organizational structure that facilitates their goals" (Dill, 1989, p. 38). The GIP is structured around shared goals between WSU and RSD. The first set of goals focuses on the graduate fellows.

Improve Teacher Performance

This is an important goal because new teachers are often left on their own to develop their skills as teachers, with little feedback as to how they are doing (Lortie, 1975). The GIP accomplishes this goal by providing each graduate fellow a clinical supervisor who coaches the fellow in self-identified areas of growth, using collected data from classroom

observations to provide valuable instructional feedback. "If induction programs are to have an effect on teaching performance, they must include components that provide meaningful types of instructional assistance to the beginning teachers throughout the induction period" (Huling-Austin, 1986, p. 3).

Increase the Retention of Promising Beginning Teachers

Schlechty & Vance (1983) reported that approximately 15% of new teachers leave the profession after their first year, another 15% leave after their second year, and an additional 10% leave after their third year. They also found that the greatest number of beginning teachers leaving the profession are the most academically able.

The cause of teachers leaving the profession so early in their careers is attributed to what is being termed "burnout." Teacher burnout has been described as the "final step in a progression of unsuccessful attempts to cope with a variety of negative stress conditions. It is often the result of being stressed and not having an 'out' or not being involved in some type of support system" (Gold, 1989, p. 66).

Our induction program has specific components to counter the "sink or swim" attitude that has prevailed in education for so long with beginning teachers. The emotional support fellows receive from their clinical supervisors is consistent and ongoing throughout the program. The fellows are also involved in graduate classes and seminars together, which strengthens the relationship and support they provide each other. This year, we also started a support group, facilitated by a trained, licensed psychologist, who is also a faculty member in counselor education at WSU.

The purpose of the group time is to allow the fellows to share concerns, feelings, or whatever they choose to discuss with someone who is not directly involved with the program. This seems to be a very positive and worthwhile addition to the GIP, as evidenced by the feedback received from the fellows and group facilitator.

Create a Positive Self-concept and a Sense of Belonging

In many professions, a beginner will learn from a veteran in the field. This is not true in education. Most beginning teachers "spend their entire workday in isolation from their colleagues, thus drastically reducing the possibility of learning from their more experienced peers" (Huling-Austin, 1986, p. 4).

The GIP addresses this goal in numerous ways. After completing their first summer of graduate school, the fellows report to Rochester for three days of orientation into the program and school district. It is during this time that they receive information about the school district policies and procedures, along with visiting their building and classroom. Clinical supervisors work with them during these three days to help get their classrooms ready for the first day of school and to help develop the first week's lesson plans.

Following the three days of orientation, fellows attend three days of new teacher and all-staff workshops. During this period, they become more acquainted with the school district and the colleagues they will be working with during the school year. The teaming approach is very prevalent in the Rochester schools; therefore, fellows get involved from the very beginning of the year with sharing and learning from the expertise of their peers.

Fellows also serve on building and district committees and are welcome at the Rochester Education Association's social functions, even though they are not members. Because of the support received from their clinical supervisor and peers, feelings of isolation do not seem to be a problem for the graduate fellows.

The second major focus of the program is the clinical supervisor. "Growth and renewal" is the key phrase which has driven the development of two goals for their roles.

Provide a Renewal Growth Experience for Master Teachers

Successful classroom teachers leave their classrooms for two years to be clinical supervisors. During that time, they are given the opportunity to try something different, make decisions, and serve as leaders in teacher preparation. For some, this two-year period also enhances their career-ladder opportunities. While in their position, they receive tuition waivers from WSU, which many use to earn an advanced degree.

Develop Areas of Expertise for Staff Development

A benefit that clinical supervisors often talk about related to the GIP is the ability to professionally grow through attendance at workshops and conferences, and visitations to numerous schools in and out of the school district. The knowledge and skills they gain are then brought back to the programs and school district to be shared with fellows, student teachers, and colleagues.

"Program components should be selected with program goals in mind" (Huling-Austin, 1986, p. 2). In our Graduate Induction Program, we continue to develop and revise various components of the program to meet the goals

both educational institutions have determined are important to the existence of the program.

Participants

The GIP is completing its fourth year of existence. The key participants are the graduate fellows, clinical supervisors, program coordinators, building principals, and steering committee.

Graduate Fellows

In late winter recruiting materials, in the form of brochures and application forms, are sent to several colleges and universities throughout the United States. Highly qualified graduates from colleges and universities are eligible to apply for a graduate fellowship. Candidates must have a minimum cumulative undergraduate GPA of 2.5. Candidates submit applications and placement credentials. These are screened on the basis of breadth and depth of academic and field preparation. Candidates must also meet the requirements for the Winona State University Graduate School. Final selection of graduate fellows is based on team interviews that focus on interpersonal skills, related work experience, and potential for growth.

Clinical Supervisors

Similar to the graduate fellows, Rochester teachers also go through an application and interview process to be chosen as clinical supervisors. Their selection is based on team interviews, focusing on successful teaching experience and leadership skills. While assuming their full-time supervisory responsibilities for a two-year period, they receive thirty hours of tuition waivers for graduate credit from WSU and a stipend from the school district. Clinicals must have taught five years in the district and have a master's

degree to be eligible for consideration. Once selected for the program, they receive specialized training during the summer, which focuses on communicating, making observations and conducting conferences.

While in the program, they work with three graduate fellows per year, three student teachers per quarter and two or three newly-hired teachers throughout the year. In addition to the instructional feedback they provide for all three groups, the clinical supervisors conduct consultations on curriculum and instruction issues, do demonstration teaching, and provide emotional support.

In conjunction with the program coordinators, the clinical supervisors plan and conduct the three-day orientation for the graduate fellows and plan and conduct the thirty hours of seminars the fellows attend during the school year. Classroom management is the strongest concern of beginning teachers, as evidenced in the literature (Veenman, 1984a); therefore, the clinical supervisors devote several seminars at the beginning of the year to the topic. They also conduct a classroom management seminar for student teachers each quarter. In their planning, they also utilize other school district personnel as resources. Grant & Zeichner (1981) found that beginning teachers have very diverse needs. To meet these needs, the clinical supervisors also survey the graduate fellows as to what they would like to have addressed in their seminars.

Program Coordinators

Winona State University and Rochester Public Schools share program coordinators. They work directly with the clinical supervisors and the graduate fellows as resources, primary support persons, and course

instructors. Their additional responsibilities include program planning, recruitment, program administration, and liaison work between Winona State University and Rochester Public Schools.

Building Principals

Building principals who have graduate fellows in their buildings serve as resource and support persons to their fellows, as they would for any first-year teacher. They also observe their teaching and conference with the fellows three times during the year.

Steering Committee

Program design, planning, evaluation, and problem solving are guided by a twelve-member committee comprised of four school district administrators, four teachers, and four university faculty. The committee meets approximately eight times per year and operates from a consensus model. Each year the committee provides the university president and the school district superintendent with recommendations for the next year's program.

Funding

Ernest Boyer (1982) identified the allocation of resources and the development of operating structures as two of the most obvious problems in developing collaborative relationships. The school district and university personnel, who were a part of the planning four years ago when the GIP was started, developed a very workable organizational structure for the program. Each year that structure is revised and refined.

Central to this program's success is the exchange of services made possible by the unique restructuring of university and school district personnel and monies. The program is sustained through reallocation of

current resources (dollars/staff) and is not dependent upon outside funding or additional district funding.

Rochester Public Schools pays Winona State University for the services of the fifteen fellows, who in turn are compensated by Winona State University in the form of fellowship monies and tuition waivers. Nine of the fifteen fellow positions are generated by the veteran teachers leaving their classrooms to become clinical supervisors or serve in other district positions. The remaining six positions for fellows occurred through attrition. It is those six positions that finance the program. Instead of the school district paying salaries for six contracted teachers at an average salary of $34,500 each, the district is able to use that $207,000 (6 x $34,500) to pay Winona State University for the fellowships of fifteen fellows, plus additional costs associated with the program.

Program Benefits

Based on the success of the first four years, both WSU and RSD see many benefits to collaborating in such a program. For the school district, the Graduate Induction Program provides:

.Peer coaching for new staff

.Classroom resource/support

.Additional professional training for staff

.Trainers for staff development

.Screening device for quality new staff

.Expertise of university staff

.Renewal programs for veteran teachers

.Tuition waivers for clinical supervisors

Winona State University benefits from being a partner in the program by gaining:

.Expanded and unique graduate program

.Expertise of school district personnel

.Supervision of student teachers

.Expanded and unique practicum for future educators

The graduate fellows going through the program receive:

.Advanced degree

.Extended practicum

.Quality guidance and support

.Stipend and tuition waiver

.Practical teaching techniques and strategies with feedback of application

Most importantly, the classroom students having graduate fellows as teachers receive:

.Pro-active teachers

.Experiences with potential master teachers

.Exposure to a variety of teaching methods

Conclusion

A collaborative venture, such as our Graduate Induction Program, illustrates what can be done when there is "a vested interest in simultaneously improving the education of students in both systems" (Dill, 1989, p. 39). The GIP has proven to be an effective means of inducting new teachers into their profession. At the same time, the program is providing a vehicle for veteran teachers to step out of their classrooms and participate

in a growth experience they would normally not have the opportunity to engage in during their careers.

Universities and school districts have the responsibility to help the beginning teacher be successful. As educators, we also owe it to the profession to enhance the careers of those already in the teaching ranks. The Graduate Induction Program is how one university and school district are successfully providing assistance and support to both groups of teachers. Other universities and school districts can implement a similar program if they are willing to work collaboratively and reallocate their resources.

References

Boyer, E. (1984). A conversation with Ernest Boyer. Change, 41, 18-21.

Carnegie Forum on Education and the Economy (1986). A nation prepared: Teachers for the 21st century. New York: Carnegie Forum on Education and the Economy.

Clift, R. T., & Say, M. (1988). Teacher Education: Collaboration or conflict? Journal of Teacher Education, 39, 2-7.

Conant, J. (1963). The education of American teachers. New York: McGraw-Hill.

Dill, V. (1989). A collaborative partnership responds to funding lags, tradition, and growth. Action in Teacher Education, 11, 38-43.

Gold, Y. (1989). Reducing stress and burnout through induction programs. Action in Teacher Education, 11, 66-69.

Grant, C. A. & Zeichner, K. M. (1981). In-service support for first-year teachers: The state of the sane. Journal of Research and Development in Education, 14, 99-111.

Holmes Group (1986). Tomorrow's teachers: A report of the Holmes Group. East Lansing, MI: Holmes Group.

Huling-Austin, L. (1986). What can and cannot reasonably be expected from teacher induction programs. Journal of Teacher Education, 37, 2-5.

Lortie, D. (1975). Schoolteacher. Chicago: University of Chicago Press.

Schlechty, P. & Vance, V. (1983). Recruitment, selection and retention: The shape of the teaching force. The Elementary School Journal, 83, 469-487.

Veenman, S. (1984a). Perceived problems of beginning teachers. Review of Educational Research, 54, 143-178.

Veenam, S. (1984b.) Promoting the developmental growth of supervising teachers: Theory, research programs, and implications. Journal of Teacher Education, 35, 53-60.

GRADUATE INDUCTION PROGRAM

"Developing Quality Educators Through a Collaborative Effort of Growth and Renewal"

Winona State University

Dr. Darrell W. Krueger
President

and

Rochester Public Schools

ROCHESTER MINNESOTA AREA SCHOOLS

Dr. Vernon L. Johnson
Superintendent of Schools

RECEIVED
MAR 0 2 1990
UNIVERSITY RELATIONS

Dr. Lora Knutson, WSU Coordinator
Winona State University
WSU-Rochester Center
859 - 30th Avenue S.E.
Rochester, MN 55904

(507) 287-2194 (Rochester)
OR
(507) 285-7189 (Rochester)

Christopher Wagner, 535 Coordinator
Independent School District 535
Educational Service Center
334 - 16th Street S.E.
Rochester, MN 55904

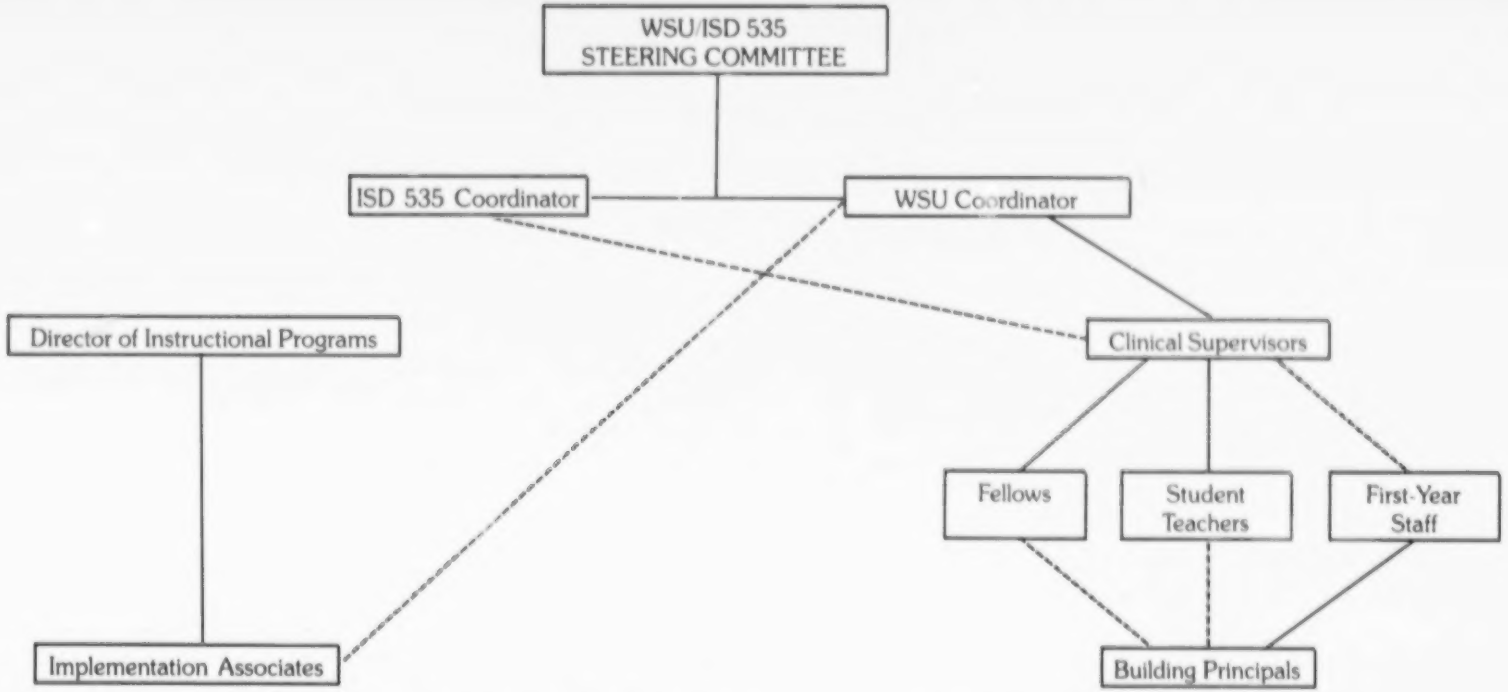
(507) 285-8558

Applications for Fellows send to:

Dr. Lora Knutson
WSU Program Coordinator
Graduate Induction Program
Educational Service Center
334 - 16th Street S.E.
Rochester, MN 55904

STEERING COMMITTEE

Wayne Erickson
Chairperson, Education Department
Winona State University
Otto Frank
Interim Dean, College of Education
Winona State University
Robert Funk
Elementary Principal
Rochester Public Schools
Diane Ilstrup
Secondary Principal
Rochester Public Schools
Nancy Johnson
Elementary Teacher
Rochester Public Schools
Lora Knutson
WSU Program Coordinator
Winona State University
Thomas Metzroth
President
Rochester Education Association
Ronald Paukert
Elementary Teacher
Rochester Public Schools
Barbara Peck
Elementary Teacher
Rochester Public Schools
George Snyder
Associate Superintendent
Rochester Public Schools
Eileen Van Wie
Associate Professor
Winona State University
Christopher Wagner
Rochester Program Coordinator
Rochester Public Schools



ORGANIZATIONAL STRUCTURE

"I wouldn't have wanted to complete my first year of teaching any other way. This program has given me the support and encouragement I needed to become the best teacher I can be. It's wonderful."

Jodi Haeuser
Fellow, 1988-89

"It is an honor to be on the cutting edge of this high quality induction program. I have been given an opportunity to positively affect the children in many present and future classrooms. The observations, skill building, and personal growth will be invaluable as I continue my career in education."

Dave Bailey
Clinical Supervisor, 1987-89

MISSION STATEMENT/PROGRAM RATIONALE

"Developing Quality Educators Through a Collaborative Effort of Growth and Renewal"

RATIONALE: The Winona State University (WSU) and Independent School District 535 are joint participants in a Graduate Induction Program at the elementary level in the Rochester Public Schools.

The program is designed to assist inexperienced teachers (fellows) with challenges unique to entry into the profession of elementary education. Fellows will have an opportunity to complete a Master of Science in Education through a sequence of course work and field components.

Central to program efforts is the exchange of services made possible by placing fifteen fully licensed fellows in ISD 535 elementary classrooms. This releases nine selected classroom teachers to work full-time as either clinical supervisors involved in clinical support roles or as implementation associates involved in curriculum related work.

MISSION STATEMENT/PROGRAM RATIONALE

"The Graduate Induction Program is a great opportunity to grow as a professional. It offers the advice of an experienced teacher, an incredible support system for that first year, and a huge reservoir of ideas and suggestions. Nowhere else are there as many caring people dedicated to helping you become the best you can be."

Gloria Obermeyer
Fellow, 1988-89

"The Graduate Inducation Program is a team approach in becoming more effective teachers through curriculum studies, methodology, teaching strategy sessions, and using feedback to set goals for improving our teaching effectiveness."

Marc Wing
Clinical Supervisor
1988-90

"As a Curriculum Associate, the Graduate Induction Program has meant a chance to extend and develop my professional growth. It has given me time to explore new methods and strategies for teaching as well as using my experience to help administration, colleagues, and students within the District to strive for better learning experiences for all."

Corrine Melvin
Curriculum Associate, 1986-88

GRADUATE INDUCTION PROGRAM GOALS

FELLOWS

1. To provide a planned first-year teaching experience that makes possible a broad variety of professional learning experiences.
2. To reach a level of professional skill and judgment that characterizes a well-qualified career teacher.
3. To raise professional competency to a level distinctly above that of the beginning teacher holding a bachelor's degree.
4. To re-examine and experience numerous teaching techniques and instructional strategies.
5. To synthesize various learning theories and to study their application to different types of teaching and learning situations.
6. To develop an individual teaching style based on broad observation, discussion, and consultation.
7. To increase the retention of promising beginning teachers during the induction years.
8. To maintain an environment that encourages and supports future development of leadership in the profession.
9. To have fellows successfully complete a Master's of Science Program.

CLINICAL SUPERVISORS and IMPLEMENTATION ASSOCIATES

1. To provide a renewal growth experience for master teachers.
2. To develop areas of expertise for staff development.
3. To develop skills to serve as resource and support persons to classroom teachers.
4. To further professional growth of colleagues upon returning to the teaching position.

ADMINISTRATIVE GOALS

1. To continue the designing and planning of an effective cooperative program.
2. To evaluate the program.
3. To solve problems connected with the program.

"The Graduate Induction Program provided me with the best professional development a beginning teacher could receive. The constant, real-life classroom application not only sharpened my skills, but also gave me the confidence to succeed as a new teacher."

Ramona Back
Fellow, 1987-88

"Serving as a Clinical Supervisor has rekindled my enthusiasm for being an educator, in that many of the skills I incorporated in my classroom at an unconscious level have been raised to a conscious level. Working with young, enthusiastic, new teachers and a variety of skilled veterans has provided an opportunity to reexamine the educational process and strengthen my own teaching skills."

Don Week
Clinical Supervisor, 1988-90

"The Graduate Induction Program is an exciting opportunity for ongoing learning. I'm delighted about the many new things I'll have to offer to students when I return to the classroom."

Gerri Ferdinande
Curriculum Associate, 1988-90

"The Graduate Induction Program enabled me to step back and take a broader look at what effective teaching is. Through observations, demonstration teaching, sharing ideas with others, attending seminars and conventions, and reading journals, I gained valuable understanding of the teaching process."

Charlie Healy
Clinical Supervisor, 1986-87

WSU/ISD 535 GRADUATE FELLOW INDUCTION PROGRAM

Application Procedures/Requirements

1. Complete undergraduate degree by June 1 before practicum begins.
2. Have a minimum cumulative GPA of 2.5.
3. Be eligible for appropriate Minnesota licensure.
4. Provide official transcript/completed placement file.
5. Attach letter of application to application form.
6. Complete application form (April deadline).
7. Be available for Summer Sessions I and II immediately preceding and following the yearlong teaching practicum.
8. Take Graduate Record Exam prior to completing 16 quarter hours of credit.
9. Once selected as a Fellow, formally apply for admission to WSU graduate study and pay $10.00 application fee.
10. Once selected as a Fellow, provide verification of a physical examination within the past year.

Formal Course Work

Ed. 500 Curriculum Planning -	3
Ed. 508 Improvement of Instruction -	3
Ed. 512 Adv. Meth. in Elem. Lang. Arts -	3
Ed. 513 Adv. Meth. in Elem. Soc. Stud. -	3
Ed. 514 Adv. Meth. in Elem. Science -	3
Ed. 515 Adv. Meth. in Elem. Mathematics -	3
Ed. 523 Foundations of Education -	3
Ed. 540 Current Educational Issues -	3
Ed. 570 Research in Writing -	3
Ed. 581 Trends in Measure. and Report. -	3
Credits	**30**

Practicums/Seminars/ Induction Orientation

Ed. 550	Induction Orientation -	3
Ed. 551	Practicums -	12
Ed. 598	Seminars -	3
	Credits	**18**

SUMMARY:

PROGRAM	TAUGHT AT:	CREDITS
Core	WSU	21
Evening Courses	Rochester	9
Practicums/Seminars	Rochester	15
Induction Orientation	Rochester	3
		48

The Master of Science Degree in Elementary Education is completed by the fellows attending the two summer sessions prior to the practicum, three quarters during the practicum, and the two summer sessions immediately following the practicum.

GRADUATE INDUCTION PROGRAM COMPONENTS

"The Graduate Induction Program is a great opportunity for professional growth for the Graduate Fellows and myself. I am able to spend time weekly sharing targeted observational feedback with my Fellows. This gathering of specific data requested by the Fellows on lesson design, classroom techniques, and individual children allows the new teacher to achieve optimum growth during their first year in the classroom."

Linda Nelson
Clinical Supervisor, 1987-89

"The Graduate Induction Program has offered me the support I feel every new teacher needs. The supervisors, classes, and seminars have all played a part in a challenging and enriching year of professional growth."

Barbara Smith
Fellow, 1988-89

"The Graduate Induction Program is a wonderful way to get to know the scope and sequence of our curriculum. It allows us more time for study, reading, and helping others."

Carol Schroedel
Curriculum Associate, 1987-88

GRADUATE FELLOWS

Each graduate fellow assumes full responsibility for an elementary classroom, as would any other beginning teacher. All fellows have completed Minnesota licensure requirements. The Graduate Induction Program gives them graduate credit for one year of teaching experience; they receive a fellowship and tuition waivers for credits leading to a Master of Science in Education.

CLINICAL SUPERVISORS

The Graduate Induction Program is enhanced by the selection of veteran teachers to be the clinical supervisors for the graduate fellows. The clinical supervisors coach fellows in self-identified areas of growth, using collected data in a non-evaluative approach. Their responsibilities include consultations, demonstration teaching, instructional feedback, and emotional support. Clinical supervisors serve as members of the WSU team of supervisors and as liaisons between fellows, school principals, program coordinators and WSU faculty. They also supervise new teachers and student teachers in the Rochester Public Schools.

IMPLEMENTATION ASSOCIATES

Implementation associates assist instructional staff from the Rochester Public Schools in their work at implementing outcome-based education. Their responsibilities involve curriculum planning, development, implementation, and evaluation.

GRADUATE FELLOW — CLINICAL SUPERVISOR IMPLEMENTATION ASSOCIATE

"The Graduate Induction Program provided me with the support and preparation I would have needed as any first year teacher. The benefits of earning a Master's degree and having a positive and successful first year of teaching are two accomplishments I will always have and benefit from."

Kim Benda
Fellow, 1988-89

"It's exciting to be part of an innovative program to help new teachers reach goals in their chosen profession. My reward is to be working with the enthusiasm and excitement of a first-year teacher."

Larry Rouhoff
Clinical Supervisor, 1987-89

"The Graduate Induction Program was a unique experience in professional growth. It was an opportunity to refocus, to share, and to learn more about the elements that contribute to success in the teaching process."

Jerry Mensink
Clinical Supervisor, 1986-87

PROGRAM BENEFITS

Independent School District 535:

- Peer coaching for new staff
- Curriculum development
- Classroom resource/support
- Additional professional training
  - WSU graduate program workshops/conventions
- Trainers for staff development
- Screening device for quality new staff
- Expertise of university staff
- Renewal programs for veteran teachers
- Tuition waiver for clinical supervisors/implementation associates

Winona State University:

- Expanded and unique graduate program
- Expertise of school district personnel
- Supervision of student teachers
- Expanded and unique practicum for future educators

Graduate Fellows:

- Advanced degree
- Extended practicum
- Quality guidance and support
- Stipend and tuition waiver
- Practical teaching techniques and strategies with feedback of application

Classroom Students:

- Pro-active teacher
- Experiences with "skills of independence"
- Experiences with potential master teachers
- Exposure to a variety of teaching methods

PROGRAM BENEFITS

"The Graduate Induction Program meant a start in my teaching career with tremendous support and training. The relationship that exists between Supervisors and Fellows and between Fellows and Fellows is a unique experience that would have, otherwise, been unavailable to my first year."

Don Nelson
Fellow, 1987-88

"It was a golden opportunity in which to learn, to assist, to teach, and to grow in a most unique way."

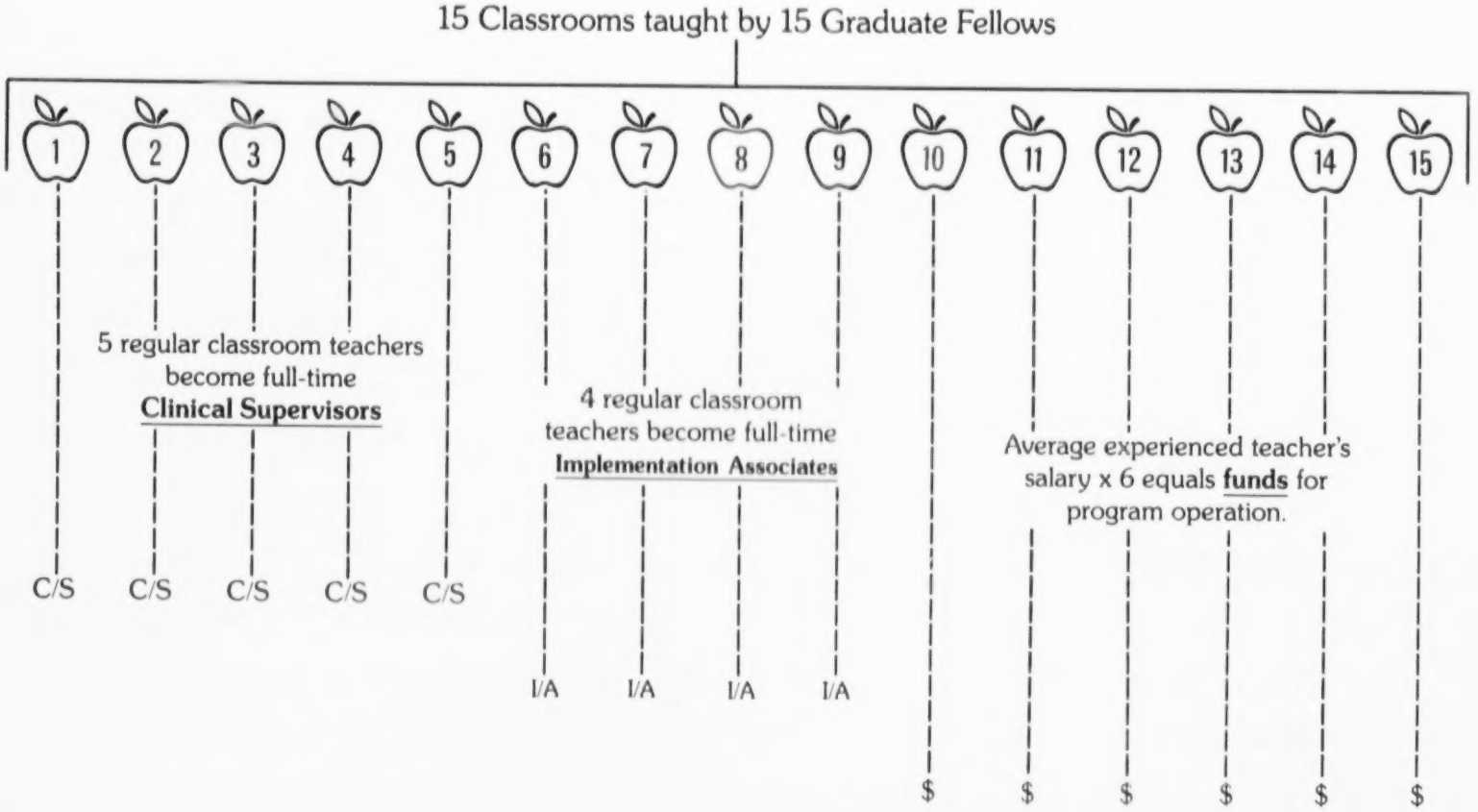
Joyce Talen
Curriculum Associate, 1986-88

"It meant an opportunity to explore my philosophy of education. It was a period of time to observe all facets of growth in young persons, experienced teachers, and other colleagues in education. I believe that today I'm a better teacher having had that experience."

Phyllis Dailey
Clinical Supervisor, 1986-87

REALLOCATION OF PERSONNEL AND MONIES

Central to the program operation is the exchange of services made possible by the *unique restructuring* of university and school district personnel and monies. This program is *sustained through* reallocation of current resources (dollars/staff) and is *not dependent* upon outside funding or additional district funding.



Other universities and school districts can implement a similar program if they are willing to work collaboratively and reallocate their resources.